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performing an appropriate and real function in the common life of this novel group.

With the exception of brief interruptions for special activities appropriate to Thanksgiving, Christmas, and other holidays, the execution of this project was found to provide ample material for the entire year of school work. At the close of the term, the whole culminated fittingly in an attractive inter-grade festival and pageant, illustrative of the subject-matter which had been covered. Following this, the children were allowed to carry home the products of their own efforts.

The latter half of the book is devoted to an elaborate and thoroughgoing defense of the plan as outlined. Propounding eight formal theses as ground for the adoption of such a curriculum, the writer proceeds to justify these severally by a multitude of quotations from eminent educators, supported by references to her own experience. This is followed by a fifty-page list of facts taught, skills begun, and habits, attitudes, appreciations, and ideals inculcated during the work of each grade on the several major projects. These alleged results are carefully itemized, classified, and eventually summarized in an imposing numerical table. More could scarcely be asked of an initial experiment of this character. It is, however, to be regretted that no objective evidence is yet available regarding the extent to which the various facts and skills described as covered in the class work have actually been mastered by the individual pupils. While it is entirely possible, even probable, that a majority have really acquired most of the ordinary subject-matter of these grades, and that in a more readily functioning form than results from the customary school practice, yet the widest range of opinion on this point is inevitable until such a curriculum has been repeated under experimental conditions with provision for the accurate measurement of resulting attainment. It is only fair to point out that the author is herself quite aware of this necessity and indeed urges the conducting of such an experiment in other quarters, though contending with reason that many of the most valuable products of such a régime will not lend themselves to evaluation by any of the measuring instruments now existing.

Miss Wells's condemnation of present school practice in the primary grades is probably at times unduly severe. As might be expected, the "minimal essentials" movement comes in for vigorous criticism at the hands of this avowed champion of a "maximal" program. The true value of the author's immediate contribution does not, however, depend upon the acceptance in full of any particular philosophy of education, and the open-minded reader can scarcely fail to find the entire account most stimulating reading, regardless of any exceptions which he may take to details.

Psychology and moral training.—Recent years have witnessed the appearance of numerous psychological and educational writings designed for use in the fields of moral and religious education. Among the more recent of such is

Professor Tracy's *The Psychology of Adolescence*.¹ As the author states, the aim of this book is not to present the results of original investigations, but to put into the hands of the teacher of moral or religious education a comprehensive survey of this important period of life. The aim is avowedly a practical one, and the earlier chapters, which are the occasion for the title "Psychology," are by way of introduction to the conclusions in the fields of esthetic, moral, and religious valuation and of pedagogical procedure, which constitute the last four chapters. That the author is a faithful disciple of Plato is obvious throughout, and the ideal of life which dominates the presentation may be termed the Greek ideal of all-around self-realization.

While it is apparently the author's desire to give a dynamic and functional account of mental life as a whole, and more specifically of the adolescent years, the treatment is not at all free from the structuralistic terminology and implications so common a generation ago, e.g., "Intellect is the organ of cognition" (p. 84). The critical reader will complain of the frequent descriptions of the "powers" and "faculties" in contexts and language which, in spite of precautionary statements which indicate the author's realization of the danger of this sort of thing, too easily imply that these functional abstractions are semi-independent dynamic agencies.

The book makes no real contribution to the literature of adolescence, either by way of new data or new interpretations; nor, perhaps, does it pretend to. While the reader who is even slightly versed in this literature will find nothing new, yet it may be that the description of the adolescent, with his characteristic emotional instability, his idealism and romanticism, and his susceptibility to social stimuli, will be enlightening to the novice who gets from its pages his first introduction to the subject; and it is perhaps just the novice for whom the author is writing. Indeed, the novice it is who bears altogether the disproportionate share of the burden of moral and religious education.

The bibliography, while by no means exhaustive and lacking in those descriptive comments which do so much to make a bibliography helpful to a beginner in a new field, contains a considerable number of references to the literature of moral and religious instruction as well as of the adolescent period.

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Psychology for teachers.—One of the problems of teacher-training curricula which has recently received a great deal of attention concerns the kind of psychology which should be included in such curricula. From many quarters there has been criticism of courses in "general psychology" as being too far removed from a study of those problems of child nature with which the teacher

¹ FREDERICK TRACY, *The Psychology of Adolescence*. New York: Macmillan Co., 1921. Pp. xi+246. \$3.00.